



# INDIANA STATE BOARD OF EDUCATION

## LOCAL PATHWAY APPLICATION: LOCALLY CREATED PATHWAYS and LOCAL CTE CONCENTRATORS

*Below is the information that schools and districts must provide to the State Board of Education (SBOE) to have a Locally Created Pathway (LCP) or Local CTE Concentrator considered. Applications for both local pathways will be reviewed on a rolling basis. The deadline to submit applications for the **2018-19 school year** is October 1, 2018. This application and accompanying rubric may change over time.*

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Directions: Schools and/or districts must submit the application containing the information required below. The District Superintendent and local governing board must sign the application. **All** of the questions below must be answered completely, unless the question is labeled as optional.

Please send your completed application, including the letter of support (or other documentation) from your collaborator and any additional supporting documents, to [Alicia Kielmovitch](#).

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### NEXT STEPS

1. Upon submission, a Review Team consisting of SBOE staff, and staff from the Commission of Higher Education (CHE), Department of Education (DOE), and Department of Workforce Development (DWD) will conduct an Initial Review.
2. The Initial Review will take at least thirty (30) business days from the receipt of the application. During the Initial Review, the Review Team may request additional information and/or ask clarifying or follow-up questions regarding the application as part of the due diligence process. All responses must be provided within ten (10) business days. In addition, requests for updates and/or changes to the application may be made to strengthen the local pathway.
3. Upon the completion of the Initial Review, SBOE staff will draft a final recommendation for SBOE consideration. The recommendation will be provide to the applicant and SBOE at least one (1) week before the next scheduled Board meeting, pursuant to SBOE Operating Procedures.
4. At the Board meeting, SBOE will approve, table, or reject the local pathway.
  - a. *Approved Local Pathways:* The local pathway joins state's "Graduation Pathways Library" and all Indiana schools may start utilizing the local pathway immediately.
    - If adopted by other districts, the local pathway's model must be the same, though the components (e.g., collaborator or courses) may change.
    - If an adopted pathway differs substantively (e.g., competency or outcomes), the school/district must resubmit the new local pathway for approval using the application below.
    - Schools and districts wishing to adopt an approved local pathway will need to notify the SBOE by filling out the [Adopting an Approved Locally Created Pathway form](#).
    - Schools/districts will present annual reports of local pathway's effectiveness to the Board.
  - b. *Tabled/Rejected local pathways:* SBOE (in addition to DOE, CHE, and DWD) staff will work with applicant over the next two (2) months to address outstanding issues and a new recommendation will be submitted to the SBOE.



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## SCHOOL INFORMATION

School Corporation Name and Number:

Bartholomew Consolidated School Corporation (BCSC) 0365

Information on School/Corporation Demographics:

School type:

☐ Urban

☐ Suburban

☐ Rural

☒ All of the above

Total high school enrollment: 380

Anticipated enrollment in Local Pathway: 380

Point of Contact for Application and Information:

Name: Bill Jensen

Position: Director of Secondary Education

Number: 812-376-4469

Email: iensenb@bcsc.k12.in.us

Contact Info for District Superintendent:

Name: Dr. Jim Roberts

Number: 812-376-4234

Email: robertsi@bcsc.k12.in.us

Signature of District Superintendent:

Signature of Local Governing Board Representative:

Type of Local Pathway:

☒ Locally Created Pathway

☐ Local CTE Concentrator

Title of the Local Pathway:

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Columbus Signature Academy New Tech

## CRITERIA FOR LOCALLY CREATED PATHWAY

- 1) **Criterion 1: Collaboration:** Both the LCPs and Local CTE Concentrators must be developed in collaboration (or partnership) with business & industry, postsecondary education & training providers, and/or community organizations. Additional partners may include other schools/districts, career and technical education centers, and other local partners (e.g., Workforce Investment Boards, Chambers of Commerce, Economic Development Boards, etc.).

Local CTE Concentrator Pathways **must** align to regional economic needs and high wage and/or high demand data. Data may come from DWD, CHE, INDemand Jobs, Hoosiers by the Numbers, Burning Glass, local economic development boards, or other sources. Those data must be included with the submission of the application. It is recommended that Local CTE Concentrators are developed with local CTE Centers and include a letter of support from the Director.

When possible, the LCP should align to regional economic needs and high wage and/or high demand data.

- a. Who is the collaborator for this local pathway? (Application **must** include at least one external partner).

- Institution of higher education or postsecondary training provider:

Iv Tech

- Industry/Sector Partnership/Business:

Cummins Engine Company

- Community Organization:

Community Education Coalition, Eco 15, CivicLab, Analytical Engineering & Data Cave

- b. Are there any additional collaborators? (Optional.)

- Schools/districts:

New Tech Network, Indiana University Purdue University Columbus, CELL @ UIndy

- CTE Center:

Columbus Area Career Connections

- Community Partner:

Indiana Governor's Office, BCSC Business Advisory, Cummins Engine Company, Colum

Point of contact and contact information for collaborator(s):

**Mr. Bill Jensen, BCSC Director of Secondary Education, 1200 Central Avenue, Columbus, IN 47201, [jensenb@bcsc.k12.in.us](mailto:jensenb@bcsc.k12.in.us), 812-376-4469**

- c. Describe how the local pathway was developed with the collaborator. (Application **must** include letter(s) of support from partner(s) or other documents demonstrating collaboration in application submission.)



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In 2006 Gov. Daniel's office received an NGA grant to rethink high schools and develop revolutionary schools that were STEM based. The Governor's office, working with CELL @ UIndy, proposed and supported school districts to investigate several national models of these new high school models and New Tech was one of those models. BCSC, working with CELL and the Governor's office with NGA money, visited the New Tech schools in California, and then worked with the Governor's office, CELL, and the New Tech Foundation to design and develop a New Tech model magnet school that would be an option for students at Columbus North and Columbus East (Appendix A & B).

- d. Describe the collaborator's role in the local pathway.

BCSC received a state grant from the NGA and then-Governor Daniel's office. David Shane and Dr. David Dressler of CELL worked directly with BCSC and a cohort of other Indiana districts to develop budgets, policy, curriculum, transition plans, and development plans in order to implement the New Tech model in various communities across the State of Indiana. This created a New Tech network of schools where CELL acted as a third party intermediary to facilitate community and IDOE acceptance of transforming traditional high schools into project-based STEM high schools.

- e. **For Local CTE Concentrators:** Describe how the proposed local pathway is aligned to regional economic needs and high wage and/or high demand data.

**For LCPs:** If applicable, describe how the proposed LCP is aligned to regional economic needs and high wage and/or high demand data.

The local business advisory committee, representing advanced manufacturers, was essential to opening CSA-New Tech. Early visits to New Tech schools in Napa, and San Diego, California included members of the committee. They provided the initial funding for the New Tech contract. The Community Education Coalition has been a valuable contributor to form the 4-year seamless engineering pathway. Collaboration with IUPUC, Purdue Polytechnic, and Ivy Tech was facilitated by relationships with the Coalition. Working directly with the EcO 15 and District 9 Workforce Development region contributed to valuable partnerships and professional development opportunities within our district for developing advanced manufacturing instruction.

- 2) **Criterion 2: Competency:** LCPs must provide students with recognized postsecondary knowledge and skills (e.g., credits, credentials) that prepare students for meaningful postsecondary education/training and/or employment opportunities. Local CTE Concentrator Pathways **must** lead to an industry-recognized credential, technical certification, stackable credits for an associate or bachelor degree, or other meaningful postsecondary education/training and/or employment opportunities.

- a. **For Local CTE Concentrators:** Identify the course titles, codes, and credits that will comprise this pathway and relates to the competency.



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**For LCPs:** Describe the LCP's components as related to the competency. (May include but is not limited to: final student work product; course sequence; assessments; or description of the skills and academic knowledge.)

**CSA New Tech is a STEM school, certified by the IDOE. Geometry integrated with Intro to Engineering is required for all students. CSA, following the lead of the national New Tech Network, has focused on college readiness skills as defined on the College Work Readiness Assessment (CWRA+). Students earn the CSA-New Tech Diploma Seal by completing 100 hours of community service, a 75-hour internship in a STEM-oriented job, and earning 12 college credits. CSA students may choose to enter the Engineering & Advanced Manufacturing Immersion Program (Appendix C).**

- b. Will this local pathway also fulfill the Employability Skills experience? If so, please explain how.  
(Optional.)

**Student assessment is based on the 21<sup>st</sup> century skills identified by the National New Tech Network as the most important skills for success in the postsecondary world, and the world of work. Students are introduced to the field of engineering and manufacturing, which are high demand fields in Columbus, Indiana. Students participate in a four-year Advisory class that emphasizes college, career, community, and culture.**

- c. How will this local pathway add currency for a student's postsecondary endeavors?

**The primary instructional practice is project-based learning in a collaborative, technology-rich environment. Students develop 21<sup>st</sup> century skills including project management skills, application of skills to the workplace, and an emphasis on STEM career preparedness. Completion of all New Tech Network requirements results in a formal New Tech Certification Seal being placed on the student's transcript and diploma. A partnership with Ivy Tech provides CSA students two tuition-free courses on the Ivy Tech campus.**

- 3) **Criterion 3: Continuous Improvement:** Both the LCP and Local CTE Concentrator pathway must be evaluated and continuously improved based upon the evaluation at the state and local level. Applicant will serve as a model and point of contact for other districts interested in adopting or creating a similar pathway.

- a. What are the intended outcomes for students who complete this pathway? Please be as specific as possible. (This may include but is not limited to: credentials, certificates, credits, enrollment in a specific institution or program, or employment in a specific sector/industry/occupation.)

**The intended outcomes include Indiana CORE 40, CORE 40 with Academic Honors, and/or Technical Honors diploma. Students may participate in the seamless pathway to engineering. Students may earn the CSA New Tech Diploma Seal by completing 100 hours of community service, a 75-hour STEM internship, and earning 12 college credits. Students are encouraged to earn the Governor's Work Ethic Certificate.**



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- b. How will the school and district measure student outcomes?  
(This may include but is not limited to: data from the Commission for Higher Education, Management Performance Hub, the Department of Workforce Development, employer surveys, or student surveys.)

**Student outcomes are reported in the School Improvement Plan. Measured outcomes include graduation rates and attendance rates. Students record community service hours on service logs. Student internships are documented and confirmed by employers. School-wide learning outcomes are documented in the learning management system and incorporated into semester grades. The district uses Naviance and its connection to the National Student Clearinghouse data to track progress of graduates.**

- c. What process will the school and district have in place to evaluate and continuously improve the pathway based upon that evaluation?

**The measure of student outcomes is documented in the CSA School Improvement Plan. The School Improvement Plan is aligned to the BCSC district plan. Since CSA-New Tech is a magnet pathway offered to students in grades K-12, the metric that is most telling for success is the number of students selecting this pathway and persisting in this choice pathway.**

- d. Who will serve as the point of contact for other schools/districts interested in replicating this local pathway?

Name: Bill Jensen

Position: Director of Secondary Education

Number: 812-376-4469

Email: iensenb@bcsc.k12.in.us